

GRADE V

LANGUAGE ITEMS

REMARKS

FUNCTIONS AND NOTIONS

Suggesting	I (we) suggest/think that he should ...; Why doesn't he ...?; He could ...; You could ...; How about ...?; There's always ...; Shouldn't we ...?; Why don't ...?; I suggest that ...; Let's ... ; What about ...?; Why don't we ...?; Why don't we/you ...?; We can ...;You can ...
Warning and giving advice	Always ...; Never ...; You could ...; You might ...; Don't ...; Be careful ...; You should ...; Try ... -ing (e.g. try counting sheep); Remember to ... (that); You must ...; Be sensible about ...; Just make sure ...; I advise (you) to ...; Be careful when ...; Always ...; Should have ...; He's ...; He's got ...; It's better/best to ...
Guessing	It could/it might be ...; Perhaps/Maybe it's (a) ...; I doubt it; it can't be ...; So it's not ...
Complaining	Do they ever think of ...?; Why don't ...?; How long do we have to ...?; Does ... have to ...?
Opinions	I think ... In my opinion ...
Preferences	I like ... more than ...; I'd rather ...; I prefer to ...
Likes/dislikes and personal desires	For or against; what are the (dis)advantages? Where would you rather ...? I (dis)like ... I want; I'd like to ...
Giving reasons for decisions	There's the ... Of course ... I'm sure ... Look at ... then there's ...
Predictions	You could ... You might ...
Criticism	He/she/they/we shouldn't have
Personal emotion	I regret... I'm sorry ...
Talking about the future	They're/we're going to ... What will happen if ...? Are they going to ...?

Possibilities	Talking about possibilities with first and second conditional sentences, e.g. If I were ... If I had ...
Describing people	He had; he was wearing ... He/she was big /fat/old/young, etc. Also describing features: curly/straight hair, fair/dark skin, etc.
Describing things	Made of ... Looks like ... etc.
Speculation	It must be ...; it could be ...; it might be ...; perhaps it's ...
Polite requests	Excuse me ... Could I ...?; Do you mind if ...?; Would you mind if ...?
Expressing opinions	You must agree ... it's just a matter of ... etc.

LANGUAGE STRUCTURE

Present perfect and past tense	The differences between the present perfect tense (I have done) and the past simple tense (I did), e.g. Have you visited the Museum? Yes I have. (present perfect) When did you go? I went there last year. (past simple).
Passive forms	Using the present perfect and simple past. Present perfect tense Active: I have painted the house. Passive: The house was painted. (When no time is given). Past tense: Active: The fisherman caught the tuna.. Passive: The tuna was caught by the fisherman. Using the future tense: e.g. The film will be shown next week. Prizes will be awarded to all winners. When will the film be shown? etc.
Question forms	Present simple: When does ...? What does ...? Where does ...? What is ...? What time does ...? Also: How long ...? When did ...? How much ...? Do you ...?

Have you ever ...? What kind of ...?
Why don't we ...? What should ...?

Past time	Present simple; used to; past perfect; simple past, e.g. How many ... were there in 1980? How many ... were there a year later? There used to be many ... but now ... had been .../ had seen .../ had grown ... Also: What started ...? Who won ...? Could they ...? etc.
Habitual past	<i>Used to</i> contrasted with <i>to use</i> . E.g. We <i>used to</i> walk to school. They <i>have to use</i> pencils to write.
Future time	Will ... going to.
Conditionals	First conditional: if ... will ... if + present + might/could. Second conditional: if + past simple/past continuous ... then ... would (or could) ... E.g. If I were rich I would ... [(if ... would (or could) ...)]
Comparative structures	E.g. The sharper they are, the more dangerous they are.
Superlatives	...-est; most ...;
Ordinals	Revise and expand on ordinals introduced in previous grades.
Present perfect continuous	E.g. They <i>have been studying</i> hard for three weeks. Aysha <i>has been living</i> in Henvairu since 1980.
Sentence formations	Sentences including subordinate clauses, e.g. Some of my friends live in Colombo. It is the capital of Sri Lanka. > Some of my friends live in Colombo, which is the capital of Sri Lanka.
Adjectives	Used to further describe in writing or speaking, e.g. an exciting football match a traditional dress
Past continuous	E.g. What were you doing when ...?

What was he doing when ...?
... was watching TV.
... was doing her homework. etc.

Modals

The modals **must** to express certainty and **can't** to express impossibility, e.g.

They *must* be at home because the lights are on.
It *can't* be Naseem because he is away in Sri Lanka.

Also: **should have**, e.g.

You *should have* locked the drawer.

Reported speech and direct speech

E.g.

“Did you take the television from the shop?” asked Ali.
 > **Ali asked Hassan if he took the television from the shop.**
 “The house is on fire!” said Rania.
 > **Rania said that the house was on fire.**

SKILLS

The teacher must try to integrate the skills, structures, functions and notions with daily language activities.

Dictionary skills

Revise alphabetic order, i.e., arranging words using 1st three letters.
 Finding the root words of given words.
 Using a dictionary to obtain information.
 Looking up words quickly in the dictionary.

Writing

Even at this late stage children could be given handwriting exercises and improvement activities to improve the standard of their writing.

Spelling/dictation activities.

Creative writing.

Write phrases and sentences based on visual cues.
 Write about what one enjoys doing.
 Describe - things/people/places.
 Write about past happenings.
 Develop article from a given beginning.
 Compose headlines and names.
 Write captions to cartoons/pictures.
 Complete a gapped dialogue.
 Write notes, expand notes.
 Write a report.
 Write a dialogue.
 Write instructions - how to make something.
 Write short poems.

Write a variety of letters:

of suggestion.
 to friends (of persuasion).
 informal.
 of advice.

Reading

Regularly use “Core Readers” and graded readers to develop reading habits and to read for enjoyment.

Developing reading skills through opportunities to:

- Read passages and guessing meaning of new words.
- Extensive reading.
- Read newspaper-type headlines.
- Transcribe information from diagram to text.
- Read text in newspaper style.
- Read for details.
- Read and write abbreviated advertisements.
- Reading for gist or main point.
- Read and perform dialogue.

Reading Comprehension:

- Read and discuss.
- Read and answer questions.
- Read and understand poetry.
- Read cue questions.
- Read texts and make notes.

Listening

Listening comprehension through opportunities to:

- Listen for specific information and making notes.
- Listen for additional information.
- Listen for gist.
- Listen and understanding poetry.
- Listen for details.
- Listen to letters and discuss.
- Listen to and perform dialogue.
- Listen to cartoon texts.

Speaking

Develop skills through regular:

- Games, e.g. guessing games.
- Dialogues.
- Discussions.
- Dramatisations.
- Reading of poems and stories aloud.